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ABSTRACT

GRADES OR AGES: Grade 1. SUBJECT MATTER: Social studies: Families in the community. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, suggestions for incorporating it in the K-12 social studies program, and suggested ways to initiate the units. The main text is presented in four columns: content, teacher direction, student learning activities, and resources. (All resource materials are in fact listed in the bibliography, leaving this column blank.) Additional material includes a short section on evaluation, a bibliography, and a sample unit on a Sioux family. The guide is mimeographed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are given in the introductory material. Student activities are listed in the main text. INSTRUCTIONAL MATERIALS: The bibliography lists books, pictures, films, filmstrips, and records. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054098

SOCIAL STUDIES CURRICULUM DEVELOPMENT PROGRAM

Unit II

Families in the Community

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Social Studies, K-12
Unit II, Families in the Community, 1st Year

Overview of the Unit

Basic concepts of the social sciences begin to grow with the children as they identify themselves through comparisons and contrasts with the others in his home, his school and his community. Later, as the children move beyond their community to look at families around the world, they have some bases for building relationships.

The family, one of the fundamental institutions of society, is the setting in which the first and perhaps most important aspects of personality development take place and in which the child's first feelings about himself and others are formed. It is within the family that much of the early growth toward emotional and social maturity takes place. It is within the family that the seeds of ultimate well-being are sowed or not sowed. It is within the family that a child begins to develop the concept of who he is.

The important learnings for this level include an acceptance and a tolerance for his own family no matter how different from others in the community. He learns to see the differences among families as complementary in his society and builds attitudes of acceptance of the differences. The child learns the roles of family members and the attendant responsibiilities of each in terms of satisfaction of needs--food, good health, pleasant relations. If this is the child's first formal educational experience, the unit about families can contribute to the move of the child away from home and can help the child evaluate his own growth.

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or post-holing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety. conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify itme, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

Steps for moving from the Social Studies Guidelines, K-12, to daily procedures in the classroom.

Step I. Select several appropriate basic concepts from the six social sciences

History

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.

2. Human experience is continuous and interrrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

4. Acts and events have consequences (cause and effect). Causes are rarely simple. Consequences may be predictable or unforseen; some are short-lived while others are long-lasting. A knowledge and understanding of the past is useful in meeting the problems of the present, but history offers no immutable laws or inevitables upon which to base decisions.

Anthropology

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.

2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.

4. Human beings are, in part, a product of their culture.

5. Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the specific community.

6. Cultural change occurs continuously and at an accelerating rate.

Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

2. Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.

3. As a group member, man performs given roles and has some understanding of the expectations associated with those roles. As a member of various groups, man may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

Political Science

5. Responsible citizenship involves active participation in the process of governing.

Economics

1. All economic systems are confronted by the problems of relative scarcity of unlimited wants and limited resources.

2. Man constantly tried to narrow the gap between limited resouces and unlimited wants. Geographical, occupational, and technological specialization are the results of his desire to produce more, better, and faster.

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

4. Mankind is faced with decisions for production, uses of resources, goods and services, and the distribution of products.

5. Economic systems possess regularities which make certain forms of prediction possible.

Geography

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.

2. Maps represent different ways of viewing the earth. There are many kinds, sizes and forms of maps that are useful to specific people and groups of citizens in general.

3. A human settlement, whether a single residence or business or metropolis, is related to other places which supply it or recieve from it goods and services in a form of geographic linkage.

Step II. Translate the broad concepts into specific ones by using the content.

1. Families change over the years. A knowledge of the past can help children recognize that change is inevitable.

2. Prediciting changes in the family can create an awareness that human experience is continuous and interrelated.
3. Families have many problems to solve or resolve.
4. The acts of families and family members have effects upon each other.
5. Families are alike in many ways; familes are different in many ways.
6. Members of familes are products of their family culture and are logical in their own terms.
7. As a family member, each performs his own role.
8. Members of families work to meet their basic needs and wants.
9. Decisions must be made when families want more than they can have.
10. Family members, living as a group, need rules and regulations.

Step III. Channel out of the concepts the general objectives that provide direction for teaching the unit.

A. Attitudes
   1. To help children accept differences among families, particularly those that involve values.
   2. To respect another's revelation about his family and their ways of living.

B. Knowledge
   1. To help children understand the facets of the concept of 'family'.
   2. To teach children to respond acceptingly to each other when family descriptions are shared.
   3. To help one another know that each member of the family is unique and important in his own way.
   4. To teach children how to observe their own environment in terms of family roles and behavior.
   5. To help children analyze and classify the basic needs of the family.
   6. To build an understanding of how decisions are made in terms of social, economic an political (order) patterns.

C. Skills
   1. To learn how to observe and how to record observations of how basic needs are met in the family.
   2. To listen to a series of details and be able to recall them.
   3. To show relationships of places on pictorial or air-view maps of the community and how to translate them to simplified two-dimensional maps.

Step IV. Redefine general objectives into specific objectives that guide daily planning.

A. To build the conept of 'family' within the child's community and to illustrate its universality.
B. To generalize that families are more alike than different.
C. To provide opportunities for gaining knowledge about self within the family, family like in the community, and family roles.

PERFORMANCE CRITERIA

1. The child will use his spontaneous remarks in discussion to tell positive and interesting facts and events about the family and its members.

2. The child will use facts and events about the family and its members. A family Picnic, A Birthday Party at Our House...
3. The child is to control less favorable remarks about the families of other children in the class or in the school.

4. Each child is to collect or produce pictures of kinds of families
   a. Father, grandmother, children
   b. Mother, son
   c. Mother, grandfather, children
   d. Father, mother, children
   e. Grandparents, child
5. Groups of children will prepare a series of pictures or posters or an accordian fold or a mural to show ways in which families differ in
   a. Social affairs ("What we do on Sunday")
   b. Political affairs ("Rules at our house")
   c. Economic affairs ("Who does what at our house")
6. Children will dramatize changes within the family
   a. Last Christmas----------this Christmas
   b. Last summer----------next summer
   c. "On my last birthday I had three brothers. Now I have four!"
   d. "Grandma lived with us last year, but---"
   e. "Yesterday we had an old car; today---------"
   f. "Last night when I went to bed we had one cat: now we have---"
7. Create a class listing of common rules that children judge important for a family to have.

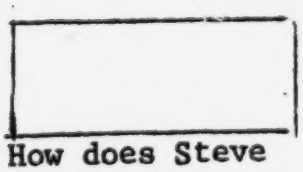
Suggested Ways to Initiate a Unit

Idea I. Send a letter to mother and father asking for children's pictures and family pictures that can be shared. Meanwhile, set up a special bulletin board "What is a Family?" Select pictures that emphasize family members, love, responsibility, sharing, worshipping, fun. Use pictures and bulletin board to move into discussion by the children.

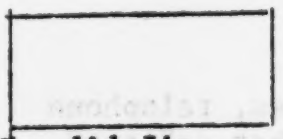
Idea 2. Ask each child to draw pictures that introduce his family to the class. As each child introduces his family, record tables of data such as number in the family, number of children who go to school, pre-school children.

Idea 3. Select a family story from the library. Read aloud for enjoyment, but use the story to point out likenesses and differences with the children's families.

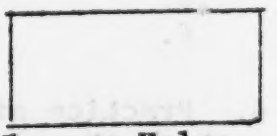
Idea 4. Preceding the presentation of the unit by a week or more, read several family stories during story time. Sketch illustrations of family situations in the story and put them on the bulletin board with related questions.



How does Steve feel bout a new baby?



Why did Jim decide to rake the lawn?



Why are Helen and her father washing the dishes?

Student Learning Activities	Resources
Observe bulletin board display and respond to it.	All resources are listed at the end of the unit
Examine books on the reading table and decide which book you would like to read after hearing the teacher's brief introduction.	
Add to the bulletin board, as it becomes timely, pictures or sketches of the family and its activities.	
Suggest ideas that you can share How My Family Celebrates Birthdays The Day Baby Jack Was Lost While Mother was in the Hospital	
1. Bring objects from home that can be used to introduce "my" family Pictures Drawings Family "trees" Family home	
2. Dramatize relationships within the family a. Grandpa and Grandma plan a visit b. "Babysitting" while mother is busy c. Errands around the house	
3. Plan how to work out ideas suggested in the Introduction: a. A book about ME b. A paperbag puppet of ME to use when I speak to the class c. A drawing of my family d. A tape recording of my story about my family e. f.	
4. Practice giving home address, telephone number other data about self that a "lost" child might need to have.	

Content	Teacher Direction
Introduction Informal discussion about the child's family may come from stories, or new experiences within a family.	Prepare an introductory bulletin board showing several kind of families, family members, or family situations. Have a plan for displaying related books on a reading table. Begin with 2 or 3 books and add one each day as it is introduced. Plan a work table for drawing, making posters, accordian folds, or models. Arrange patterned bulletin boards throughout the unit. These can be planned and carried out by the children. I. My Grandpa My Grandma My Father My Mother My Little Sister II. Fun in the family III. Babies in the Family IV. Work at our House
I. What is a family? A. Composition of Family groups 1. Father, mother, child 2. Father, mother, children 3. Grandmother, father, children 4. Grandfather, mother, children	Plan the unit with the children and get their ideas of what they would like to tell about their families.
B. Children without families 1. Orphans 2. Foster children	Plan with children to know who their family members are: 1. Immediate family 2. Paternal relatives 3. Maternal relatives
C. Families without children 1. Adopted children 2. "Neighborhood grandma or grandpa"	Teach names of relationships 1. Mother 2. Father 3. Son 4. Daughter 5. Grandfather 6. Grandmother 7. Uncle 8. Aunt 9. Cousin and have children identify these in larger "family" groupings.
D. The "Smith" Family 1. Where do you live? Address City State Nation 2. What is your telephone number? 3. When were you born? 4. Where were you born? 5. How many, if any, younger and/or older brothers and sisters do you have? 6. How are you different from the others in the family?	Read from Silver Pennies the poem "Everyone Says" by Dorothy Aldis Begin to work out with children their ideas of expressing their concept of their families and relationships and how they might "introduce" their families to the class?

Content	Teacher Direction
II. What are the needs of all of our families?	
A. Food	Combine health time with this (and "F" on Health and Protection) part of the unit. Encourage children to respond to 1. Food we like at our house 2. Shopping at the supermarket 3. Care of food 4. Ways to prepare some common foods 5. Mother's rules about eating and behaving at the table 6. Fun with food--picnic time, cook-outs, parties
B. Shelter 1. Homes in the community 2. Purposes of "shelter" in relation to geographic factors. 3. How people make their homes attractive	Use bulletin board to display <u>many</u> kinds of homes that include similarities of those the children understand. (Later, pictures and models of different kinds can be used). Small Houses Large Houses Apartment Buildings Mobile Homes A variety of building materials A variety of locations Have each child describe his house in terms of number of floors, number of rooms, purposes of rooms, construction, the yard, the neighborhood

Student Learning Activities	Resources

From old magazines on the work table cut out pictures of several favorite foods. The the class about these foods.

1. Can you eat them as they are?
2. How does mother help you enjoy these foods:

In samll groups share experiences you have had at the grocery store or supermarket.

1. Lost in the Grocery Store
2. Helping Myself
3. If I Could Shop by Myself

Explain, in smaller clusters of boys and girls, how mother takes care of the foods she buys

1. Milk
2. Eggs
3. Potatoes
4.
5.

If possible, children will prepare a food and serve it. Discuss various ways of eating, e.g., apples

1. Raw (sliced, scraped, whole)
2. Baked
3. Applesauce
4. Combined (cookies, bread, pie..)
5. Fried and served with meat

Free conversation about kinds of houses that shelter the families in the neighborhood. Follow by taking a walk in the Neighborhood to observe the houses. Encourage <u>observation</u> according to agreed-upon points.

1. Materials used in houses
2. "Hidden" materials you know exist rain spouts, chimneys

Draw pictures of own house. Perhaps some could draw the front, the back, and the sides. Others might be able to add many details.

Draw some of the "favorites" in your house:

1. Dad's favorite chair
2. Mother's favorite dish
3. Billy's favorite---

Content	Teacher Direction
	Help children see relationships by abstracting the house design and making it a "floor plan" with string or chalk lines on the floor.
C. Clothing 1. Materials 2. Colors 3. Style 4. Suitability for climate 5. Production of clothes 6. Purposes	Plan for display of clothing worn by people in the community. Fathers Mothers Small Children Older Children... Perhaps old catalogs on the work table can supply children with cut-outs of clothes they might choose. Have books available with pictures of clothes not frequently seen in the neighborhood. Who wears these kinds of clothes? Why? Encourage hypothesizing about wearing certain garments in certain climates or weather. 1. Why do we need protection? 2. Why do we use parts of clothing that do not protect-- decorations trimming (color -- styles, the great variety of choice we hav! Discuss reasons.)
D. Work 1. How a family supply its needs 2. Work done by fathers and mothers 3. Work done in the community 4. Work done (in the world or the nation) that helps our family	Build attitudes of respect for those who contribute to the well-being of society through work or some effort. Arrange the bulletin boards with children's cooperation. Each child can contribute some pictures that illustrate what the family supporters do. Let children exchange remarks freely on how they perceive the work done by fathers and mothers. How do you contribute to the work done at home. Encourage an acceptance of assigned jobs and help children see that they are important members of the family.

Student Learning Activities	Resources
In the "model" floor plan show "traffic patterns" in the house and how "builders" make houses convenient.	
Cut out or draw pictures of clothing now worn by family members. Cut out or draw a coat, dress, trousers, sweater, etc. of clothing you would like to have. Give names to the articles of clothing.	
Discuss as a whole group the many kinds, styles, and variety of clothing--in the classroom, in catalogs, in store windows. 1. Why do we see the same kind of sweater in such a variety of colors? 2. Why do we have shoes that cost little and others that cost much more? 3. How can we have so many chioces? 4. How do your father and mother make choices a. When buying groceries? b. When buying a new chair? c. When buying a lawn mower? d. When buying clothing?	Check SRA materials on economics. Families at Work, by Senesh Textbooks and recordings
1. Grandma washes dishes at the cafe. 2. Father is an electrician. 3. Mother is a secretary. 4. My big sister is a beauty operator. 5. My big brother drives a highway maintenance truck.	
Prepare an accordian fold or a class booklet on family jobs.	
Discuss what each does at home to help and why the help is important: 1. "I watch the baby while mother gets supper." 2. "I hang up my clothes." 3. "I set the table." 4. "I help weed the garden--the flowers." 5. "I run errands to the neighbors' and to the store."	

	Teacher Direction
	How can you tell that your parents are pleased with your work? How do father and mother know their work is satisfactory? What do mother and father use their money for? Encourage a generalizing that 1. The first expenditures are usually made to meet the basic needs. 2. When there is not enough money for all the basic needs, someone must do without shoes or boots or food in some families 3. When a family plans together, there can be a wiser planning for the economy of the family. 4. Money left over from paying for the basic needs may be used in many ways a. Fun -- vacations, trips, camping, movies b. Help others c. Church d. Government (taxes) (ourselves) e. Insurance f. Saving
E. Play and Fun and Love 1. Games children play 2. Games families play 3. Activities for families 4. Feelings of enjoyment and will-being	Use Discussion Picture Series (see bibliography) to illustrate family members sharing and enjoying each other. Ask small groups to play charades in showing what families can do together--on rainy Sundays, evenings, or when "there's nothing to do".

Student Learning Activities Resources

Encourage much conversation about self:
1. Mother says I'm careful with the baby.
2. Dad says my feet are fast on errands when I help him.
3. Grandma said I took care of my school clothes by changing into play clothes after school.

Father and mother receive pay for their work
1. From the cafe owner
2. From the telephone company
3. From the "boss"

Children discuss "meeting the basic needs"
1. We pay rent.
2. Daddy bought a new truck.
3. Mother buys groceries and clothes.
4. When we have some money left over, we go to the movies.
5. Mother and Daddy are saving money for our vacation.
6. Daddy didn't get his money one week and ---
7.

Talk about "money" experiences (to assess the children's concepts)
1. I get money from grandpa for Christmas and my birthday.
2. Father gives me money to buy ice cream sometimes.
3. Our neighbor lady paid me to watch her baby last Saturday.
4.

Children list the "fun"events in the family
1. Driving to grandma's house
2. Camping
3. Playing
4. Watching TV
5. Reading a story together

Dramatize some of the activities and ask others to guess what this "family" is doing. Play as a game with taking turns.

Draw a picture of what you wish your family could do together some evening.

Put family pictures on the bulletin board to show families camping, traveling, fishing, hunting, having a party...

Content	Teacher Direction
III. Customs of Families A. Holidays 1. Christmas 2. 4th of July 3. Thanksgiving 4. Veterans' day	Free discussion with encouragement for each to share himself with others. Plan "formal" talks of 2 or 3 sentences about a special holiday or custom in the family. For presentations have children give their "talks" to small groups--not a large room full of children.
B. Customs 1. Birthdays 2. Guests 3. A new baby	Ask each to draw some picture of the "best time of all".
IV. What are the role differentiations in the family?	Help children create attitudes toward the complementary roles in the family.
A. What work does each member perform?	Help children state some generalizations in their own terms: 1. All of us cannot do the same kind of work. 2. A family needs many kinds of work to be done. 3. Children do harder work as they grow older. 4. Some families have a father who tells everyone what to do. Some families have a mother who tells everyone what to do. Maybe we would be happier if we talked over our jobs.
B. Who decides how the work should be shared?	
C. What work does every member of the family share?	
D. What else besides the work, chores, and errands does each one share?	
V. What rules do families have? A. Eating B. Bedtime C. Clothing D. Care of self and health E. Playing outside F. Visiting friends G.	In this introduction to the need for order while living in groups, encourage children to state rules and try to see reasons for them. Ask children for spontaneous expressions of rules they use at home. Take the ideas for general classification and prepare charts of rules that children agree are good ones to follow.

Student Learning Activities Resources

Time to talk about myself in terms of customs

Prepare 2 or 3 sentences about
1. When I had my sixth birthday party...
2. At Christmas time we always ....
   but last Christmas...
3. For two weeks Aunt Midge stayed
   at our house. That was fun...
4. Kristi came to our house last
   night. She's our new baby....

Draw illustration of fun at our house.

Review what father (and/or mother) does
to earn money for the family needs.

What kinds of jobs must be done to help
the family live together more happily.
1. Food must be prepared
2. Shopping must be done
3. The house must be kept clean
4. The clothes must be washed
5. The car must have care
6. The pets must have care
7. Dishes must be washed
8.

Daddy drives a big truck, but he can
bathe our baby, too.

Mother cooks the food, but she can mend
the fence, too.

I can set the table, but I can go on
errands, too.

Free conversation about how to decide
on the jobs each one will do.

MY RULES

Eating rules
1. Wash hands and smooth hair before
   coming to the table.
2. Sit up to the table.
3. Say 'please' and 'thank you'
4.
5.

Bedtime Rules
1. Wash my hands and face (or take a
   bath) before I go to bed.
2. Go to bed at "my" time.
3. Do not come downstairs after I've
   once gone to bed.
4.

Content	Teacher Direction
VI. Wishes for My Family A. A pet B. A baby C. More toys D. Time for mother (or father) to play or to read to them E. A new TV	Encourage children to talk out some of their concerns about themselves and have others express ways of meeting disappointments, broken promises, or sad times, or denials. Have children consider values of personal worth and their material wants.

Student Learning Activities Resources

Clothing

1. Change clothes after school
2. Hang up my clean clothes; put my dirty clothes in the basket.
3. Keep clothes clean as I can and not tear them.
4. Keep my shoe strings tied.
5.
6.

Care of Self

1. Wash my hands before I eat.
2. Keep my hair combed.
3. Brush my teeth after breakfast and before I go to bed.
4. Eat many kinds of food.
5. Sleep enough so I won't be cross.
6. Do something each day to make somebody else happy because it will make me happy, too.

Playing Outside

1. Stay in the yard unless I ask mother says "Yes".
2. Put on the right kinds of clothes--
3. Stay out of the street.
4.
5.

Visiting and Playing with Friends

1. Visit with friends after school, if mother says "Yes".
2. Play where your friend's mother tells you.
3. Knock on the door and wait until your friend invites you to come in.
4. Give your friend turns at games and fun.
5.

FAMILY RULES

1. Go to church on Sunday.
2. Play no rough games inside the house.
3. Save my money for "big" things I want.
4. Walk or ride my bike only by safety rules.
5. Knock on a closed door if the room or house belongs to someone else.

I would wish for my family_____

_____

Content	Teacher Direction
VIII. Summary (and evaluation of changes in children) A. Note differences between definitions at the beginning of the unit and now. B. Note the consistency of expression in telling what a family <u>is</u>, not what it does. C. Weigh attitude change through remarks of the children and their treatment of each other in the "school" family.	What is a family? Ask children to find answers and encourage each to tell what a family is. Write each sentence on the board. Ask each child to put it on his paper. The rest of the child's story may be written by himself if he is able. Other children will need helpers. Children not ready for this experience at all can dictate stories to teacher, and older child-helper, an aid... An alternative is a booklet of <u>My Family</u>, or a picture collection, or some symbol that tells what a family is. A final discussion might include one-sentence responses to <u>Why I'm Glad I Belong to My Family.</u> Introduce the idea of how families living in other places might be like us -- or are they different?

Student Learning Activities	Resources
Work time to write stories or make booklets or prepare pictures of the family.	
Oral assessment time in which each child reveals value judgments in terms of how he perceives the family and his place.	

EVALUATION

I. Student

A. Self-evaluation in terms of performance.

1. Did I participate?

2. Did I contribute?

3. Can I follow directions in simple research for simple pictures?

4. Do I recognize my individual importance as a member of my family, of my community, of my school, of my church and of my country?

5. Did I recognize his ability and potential?

B. Self evaluation in terms of products

II. Teachers evaluation of students

1. Observe daily oral communication.

a. The quiet student became so interested and made good class contribution.

b. Everyone participates during small-group sessions.

2. Check daily scrapbook pages and pictures collected from home or the discovery table to note work habits.

3. Observe attitudes as the children gather around the discovery table at free time to find needed pictures.

4. Which children offer to share materials? How are these offerings received?

5. Skills in using materials

a. Selecting appropriate materials

b. Cutting

c. Pasting

d. Organizing

6. Skills in using equipment

7. Attitudes as exhibited on the playground and during group work. Parents might report on home behavior.

TEACHER SELF-EVALUATION

1. Did I contribute to intellectual growth? What evidence do I find?

2. Did I contribute to growth in skills? At what point of development is each child in each skill?

3. How could I be more effective in relating the planning of objectives and the evaluation?

4. How can I build more participation into the unit to encourage the children to speak out more comfortably and effectively?

5. How can I create a closer home-school relationship in this unit?

Correlating With Other Subjects

1. NUMBERS

   a. Numbering the pages of their scrapbook and organizing it.

   b. Counting the number in their family.

   c. Adding boys and girls to give a total.

   d. Counting rooms in the home.

   e. Counting boys and girls in our class family.

2. READING

   a. The basic text was about a family.

      1. Stimulated interest.

      2. Writing titles to pictures.

      3. Increased vocabulary.

3. LANGUAGE ARTS planning and organizing information

   a. Experience in finding correct pictures for scrapbook pages.

   b. Presenting information about their home and family.

   c. Experience in Organizing a page with more than one idea.

   d. Writing a title.

   e. Assembling their own scrapbook.

B I B L I O G R A P H Y

Library Books

Abel, The New Sitter
Anglund, Love is a Special Way of Feeling
Baker, M., Tell Them Again Tales
Bannon, L., The Gift of Hawaii
Baruch D., & Mongomery, E., Daddy Can Fix It
Beim, J., Tim and the Tool Chest
Beim, Two Is a Team
Caudell, R., Happy Little Family
Childcraft, Book 5, pp. 281-292
Clifford, Your Face Is a Picture
Farjeon, E., Poems for Children
Fehr, This Is My Family
Fiedler, New Brother, New Sister
Flack, The New Pet
Gag, W., Gone is Gone
Green, Everybody Has a House
Haynes, The True Book of Health
James, E., Nomads of the North
Krasilovsky, The Man Who Didn't Wash His Dishes
Krause, The New Baby
Leaf, Manners Can Be Fun
Leaf, Safety Can Be Fun
Lenski, The Little Family
Leran, Cathy is Company
Longstaff and Szasz, A Tiny Baby for You
Low, Grandfather and I
Low, Grandmother and I
Marino, Where Are the Mothers
Merriam, Mommies at Work
Miles, B., A House for Everyone
Provus, How Families Live Together
Puner, Daddies and What They Do All Day
Redlauer, All About Fathers at Work
Redlauer, Mothers Are That Way
Snurr books, Snipp, Snapp
Sterling, The Biggest Family in the Town
Udry, Let's Be Enemies
Watts, My Father Can Fix Anything
Woodcock, Guess Who Lives Here
Zalotov, The Night Mother Was Away
Zion, Summer Snowman

Poem -- George Cooper, Our Mother

Pictures

Discussion Pictures for Beginning Social Studies, Harper, Row

Theme 2, Picture C -- Sharing Wonders of Nature
Theme 2, Picture D -- Navajo Home, Southwest United States
Theme 4, Picture A -- Chinese Mother Love
Theme 4, Picture C -- Sharing Work
Theme 6, Picture C -- Two Boys Carrying Child
Theme 7, Picture 2 -- A Small Baby
Theme 8, Picture C -- Older Child Helps Younger One
Theme 8, Picture D -- Helping Others
Theme 10, Picture C -- Taking Turns
Theme 11, Picture B -- Daddy and Boy
Theme 11, Picture C -- Grandpa and Game
Theme 11, Picture D -- Father Ties Boy's Necktie
Theme 15, Picture B -- Father Love
Theme 15, Picture E -- Mother Love
Theme 17, Piccure C -- Love My Pet'

Pictures -- Homes Around the World, Kathryn Jackson

Films

Appreciating Our Parents, 11 minutes, Coronet, Sound-Color
Family Teamwork, 17 minutes, Frith Films, Sound-Color

Filmstrips
Dick and His Family, Eye Gate Society
Anne's Ranch House Home, Eye Gate Society
At Home with Ruth, Eye Gate Society
Families Around the World, (series), Educational Record Sale, 157 Chamber St. New York, New York 10007
- Family of Mexico
- Family of Guatamala
- Family of Brazil
- Family of Scotland (8 strips, $52.00 or $6.50 each)
- Family of Yugoslavia
- Family of Israel
- Family of Jordan
- Eskimo Family

A Family at Work and Play, S.V.E.
Father Works for the Family, McGraw-Hill
Growing Up Series, McGraw-Hill
- Good Helpers
- It Pays to Save
- Johnny Goes to the Story
- When We Have Guests (6 strips, $29.50 or $5.50 each)
- New Classmates
- Lost and Found

Health Stories, Encyclopedia Britannica Educational Corporation
Helen's Home in the South, Eye Gate Society

The Home Community, (series), (source not identified)
- Our Family to the Rescue
- Family Fun
- Keeping Busy
- Helping Mother and the Family
- Brothers and Sisters
- Growing Up

Indian Life, Growing In Citizenship Series, McGraw-Hill

Mother Cares for the Family, McGraw-Hill

Rose's Village Home, Eye Gate Society

Shelter Series, Educational Record Sales, 157 Chamber St., New York, N. Y. 10007
- Houses of Long Ago
- Why We Need Houses
- Kinds of Houses
- Tools and Material for Building Houses
- Parts of a House
- Men Who Build Our Houses

Working Together in the Family, S.V.E.

Music Texts

The First Grade Book, Ginn
- Daddy
- When Grandpa Comes
- Everybody Loves Baby
- Mama

Music Thru the Day, Silver Burdett
- Mothers Make a Home
- O My Little Boy

Singing Days of Childhood, T. S. Dennison
- In Father's Car
- Grandpa and I

Records

Families are Alike
Families are Different
Families at Work
Work in Families Divided

} Our Working World, S.R.A.

Textbooks & Resources for the Teacher

At Home, Hanna, Hoyt, Scott--Foresman
At Work, Lawrence Senesh, S.R.A.
Children and Their Fathers, Hans Ruch
Children and Their Mothers, Hans Ruch
Families and Their Needs, Anderson, Silver Burdett 1969
Families and Social Needs, Laidlaw
Fideler Visual Teaching, Portfolios, Grand Rapids, Mich., 1967, $3.88 in quantities 1-9, $2.91 for 10 or more, Depth Study textbooks, Language Arts
Ginn Social Studies Series
Heath Social Studies Series
Hometown, (Social Studies Text), Heath
How Families Live Together, Benefic Press
Learning About Our Familes, Wann, Sheeky, Allyn & Bacon, 1967
Living Together In the Home, Whitnall Area Schools, Hales Corners, Wisc., $1.25
Magazines - The Instructor
Grade Teacher
Childhood Education
Our Home and School, Beckley, Cardy
Our Working World, Families
People at Home, King, Bracken, Sloan, Laidlaw, 1969
Tentative Social Studies, Curriculum Guide, Grades K-3, Des Moines Public Schools Des Moines, Iowa
Time For Poetry, Teacher's Anthology, Allyn and Bacon Publishers
World's Children Series or Picture Stories, (not new, copyright 1947, but most valuable), Published by Encyclopedia Britannica Press, a division of Encyclopedia Britannica, Inc., Chicago or New York (also a Nature series)

SIOUX FAMILY

Combining sub-topics A and B under Unit II in the first-year program, Joanne Lovrien, May Overby Elementary, Aberdeen, prepared the following unit on the Sioux Family as an in-depth and comparative study while serving as a pilot teacher. Mrs. Lovrien has included a daily log of classroom procedures, the concepts to be developed, and a discription of content. The bibliography is included for your convenience.

To provide a background, Buffalo Boy was read to the children at story-time during the time that the basic home family unit was being taught.

Sept. 16. Introduction during Social Studies

What would you like to know about the Sioux? Are the families the same?

Do you suppose they had basic needs? How did they fulfill them in Buffalo Boy? How did they differ from ours? How were they the same? etc.

Storytime

Read Legends of the Mighty Sioux, "Indian Tales", pages 45-51.

Sept. 17. Social Studies

Discussed the Sioux Family

Began reading The Sioux Hunters. The children were asked to listen for how the Sioux used the buffalo to fulfill their basic needs and to try to decide what jobs each member of the family was responsible for.

As the story was read the information presented was expanded through teacher researched material.

Art

Tipis were made from half circles and "painted" with animals, etc. with the use of their colors. Paste sticks were used as tipi poles.

The tipis were used to form a circular village on the table with all facing east.

Music

Words were made up pertaining to Indians to the tune of Ten Little Indians and Where is Thumbkin?

Storytime

Legends of the Mighty Sioux, pgs. 57-64

Sept. 18. Social Studies

Filmstrip--The Plains Indians (Dakotas)

Filmstrip was discussed and expanded as it was shown. The children participated and related well knowledges gained through earlier discussions.

Sept. 19. Social Studies

Completed reading The Sioux Hunter. The questions presented--how the buffalo fulfilled the Indians' basic needs and what jobs various members of the family were responsible for--were discussed. The children seemed to have grasped the basic concepts.

Follow-up actvity--the children began drawing tipis and buffalo to form a bulletin board.

Storytime

Famous Indian Tribes, pages 21-35

Sept. 20. Social Studies

Film--Legends of the Sioux, was shown by members of the Bureau of Indian Affairs. Following the movie, the children asked questions and told of experiences.

Follow-up--Thank you pictures about Indians were sent.

End of the first week

So much material had been brought in by the children that there just wasn't enough time to share them. Items were made by the children (such as bows and arrows, dolls, beadwork) as well as Indian acquired materials. Time had to be allowed to handle this.

Sept. 23. Social Studies

Show and tell about Indian items
Beef jerky was brought and each child tasted some.

Sept. 24. Social Studies

Show and tell about Indian items.

Storytime

The Picture Skin Story

Sept. 25. Social Studies

Mr. John Brandt of the U. S. Dept. of Public Health brought his collection of clothing and beadwork and spoke to the group. His wife came along dressed in a complete outfit including the cradle board. Excellent!

Follow-up activity

Pictures as thank you notes. Pictures were Indian in nature.

Storytime

Completed The Picture-Skin Story.

Sept. 26. Social Studies

Discussed how Indian children had fun. Discussed some of the games they played and how many of their games are like ours. We took the pebble game and adapted it and made pebble pictures with puffed wheat and puffed rice. See Book of American Indian Games.

Storytime

Painted Pony Runs Away was read to the children

Sept. 27. Social Studies

Mr. Amiotte of Northern State College related Indian legends and Indian life through slides of his art work. He pulled together the legends fo the Indians, the Indians of the past and helped create a picture of the Sioux Indian today.

Thank you pictures. The thank you pictures in themselves were an excellent reference in evaluating the degree of learning. Each picture drawn as a thank you related more detail--the final pictures included meat strips drying on racks, tipis had smoke flaps, horses and dogs pulled travoises, etc.

Follow-up

During storytime we continued to develop the modern Indian by reading Tomahawk Family.

The Social Science Disciplines

Anthropology and Sociology

1. The family is the basic social and economic unit.
2. Families and the people that compose them are more alike than different.
3. Families all over the world have similar problems and needs--food, clothing, shelter.
4. Families in different cultures have their own ways of meeting their basic needs.
5. The culture in which a family lives influences his way of doing things.

Geography

1. Different parts of the earth have different land, climate and resources.
2. Earth changes man and man changes earth.

History

1. Families often do things in the ways that are traditional for their culture.
2. Changes of some sort are constantly being made in history.
3. Changes may be good or bad.
4. Changes usually result from more than one cause.
5. Changes usually result in more than one effect.

Political Science

1. Government exist to make rules essential in protecting people's rights and in helping them meet their needs.
2. Government rules as well as family rules are influenced by the culture.
3. Laws and rules must be obeyed by everyone.
4. Rules sometimes change to meet changing needs and conditions.

Economics

1. Human wants are usually greater than the available resources.
2. Division of labor results in increased productivity.
3. People are interdependent for goods and services.

Formation of the basic concepts of Family

1. All over the world most people live in families.

2. Family groups all over the world are basically the same.

3. Families have the same basic needs for food, clothing and shelter.

4. Families staisfy their needs in accordance with climate, tradition, custom, as well as wealth or income.

5. An individual's responsibility to his family varies somewhat with the individual's age, size, skill and it is influenced by the culture to which he belongs.

6. Laws and rules must be obeyed by everyone if they are truly going to protect people's rights and help people meet their needs.

Prior to the Indian family unit a brief basic family unit was used.

Prior to the Indian family unit, Buffalo Boy was read at storytime to develop a little background.

Resource Unit

Introduction

The Indian race is the oldest race on the face of the earth today.

The Sioux is the name of one group of American Indians.

Many Sioux Indians live in South Dakota.

The Sioux were divided into tribes, subtribes and bands.

Each band was once led by a chief.

Changes in the life of the Sioux have taken place over the years just as changes in the white mans life have occurred.

By studying the past one often gains insight into the present.

Did Buffalo Boy live today or long ago? How Long?

Buffalo Boy belonged to a group of Indians. Does anyone recall the name of those Indians?

Where did the Sioux Indians live?

Do any Sioux Indians still live in South Dakota?

What do you know about the Indians that live in South Dakota?

Do you think that they live like the Indians in the book, Buffalo Boy or have they changed in some ways over the years?

Recall the brief stories of pioneer life read with the basic family discussions and have them relate how, in this area, life has changed, if they are not able to see that changes do take place.

Bring the discussion around to try to establish the fact that we can learn from the past.

Family unit

I. What is a family?

There are many kinds of family groups.

Most families consist of a mother, a father and children.

Other family groups often include grandfathers, grandmothers, uncles, aunts, cousins, etc.

Family groups sometimes change by the addition of a new baby or by subtraction through marriage or death.

Biological family

Indian familes consist of a mother, a father and children.

Tiyospaye (band) family

Father's brothers (child's uncle in our culture) are called "father" and the mother's sisters (child's aunt in our culture) are callled "mother" by an Indian child.

Father's sisters and Mother's brothers are spoken of in other terms.

Children of father's brothers and mother's sisters are called the child's brothers and sisters.

Father's sister's children and mother's brother's children are the child's cousins.

All the grandparent generation on both sides are merged together.

A new baby in the family

To announce the birth of a baby the father has a man call out the new about the camp and then someone--usually an old man--is given a gift at the child's naming ceremony.

The child is usually named for something seen or for some happening.

The name given at the naming ceremony is not necessarily the name the child will keep all his life

The first six years of the child's life is the mother's main job.

The baby is carried on the mother's back the first six to eight months.

Basic needs

II. What do people and families all need?

All people and familes have basic needs--food clothing, shelter, etc.

People and families also need to have fun--to play.

Families provide for the needs of their members differently.

Food

The basic meat was the buffalo.

Some parts of the animals eaten were eaten raw, but the meat was generally cooked.

Meat was cooked over an open fire on sticks.

A buffalo's stomach was suspended between four sticks, filled with water and red-hot rocks, and when the water boiled the meat was cooked.

Meat was often sliced very thin and dried for future use. (jerky)

This meat was stored in parfleches--a box made of buffalo skin--often with dried berries added to the slices of meat.

Dried meat was also pounded into a powder (pemmican) and often pounded together with dried choke-cherries (seeds and all) until it was a meal, and this in turn was mixed with the fat skimmed from the boiled bones of the buffalo and formed into cake or bread like loaves or balls, called wasna.

Fruits and vegetables were usually gathered from the wild and used fresh or dried for future use.

Indians gathered such things as Juneberries, choke-cherries, turnips (really tinpsila, a root plant which when pealed was white-meated and looked like a turnip), Jerusalem artichoke (tuberous sunflower--like a potato), wild onion, wild rice, arrow-leaf tuber (siptola), mint, parsley, mushrooms (carnakpa), strawberries, currants, grapes, plums, gooseberries, buffalo berries, sand cherries, fruit of the wild rose, and the red fruit of the prickly pear cactus.

Corn was often planted around streams in the spring and then late in the fall after the hunting was over the camp would return to harvest it.

Shelter

The Tipi (tepee)

Three long poles are lashed together and then set upright.

About fifteen other poles are then laid in the crotches.

The covering consists of eight to ten buffalo hides stitched together and stretched around the poles.

Two poles controlled the smoke flaps.

The floors consist of grass gathered and spread and then covered with stiff rugs of rawhide, with the hair side up.

A fire was in the center of the tipi, directly under the smoke opening.

Buckskin pillows were made and filled with cottonwood floss.

Painted bags and clothes containers decorated with bright quillwork hung against the inner walls of the tipi.

Before the horse, the tipis were similar, but smaller since the dogs had to transport the homes on the loaded travois.

Clothing

Infant

Every Lakota newborn baby wore a soft and pliable cap of deerskin or buffalo calf skin and lightweight garments of buckskin or unborn buffalo calf skin.

When properly tanned these skins were exquisitely white, richer in sheen than fine broadcloth, and softer than velvet.

Garments for dress wear were beaded with quillwork, fringed, and often painted.

These garments were washed in water and a "soap" (haipajaja) made from hupestula, the root of the yucca plant.

For bleaching (and removing hair from skins), wood ashes were used.

Makasan, a creamy white earth that had been pounded into a fine powder was mixed with water to form a starch like mixture in which a white buckskin garment was immersed, hung to dry, and then shaken to remove powder before it is worn.

Children were dressed as their parents.

Men

They "clothed their bodies in sunshine" wearing nothing more than a breechclout and moccasins. (Chief Standing Bear)

In severe weather they used on occasions leggings, but usually buffalo robes and boots.

The hair-shirt (wicapaha okli) and other such clothing was used in connection with ceremonies or as a sign of special recognition.

Headdresses and feathers were used for special occasions, special honors, decoration, or luck depending on the kind of feathers.

Women

Dresses were simple and fundamental in line, hanging from the shoulders with the deep yoke and sleeves in one.

Special occasions called for special costumes, often including leggings.

The people in general

They wore their hair long and braided.

They washed their hair with haipajaja.

The original brushes were a porcupine-tail brush.

A woman in mourning cut her hair.

They painted their faces and hair parts in their day to day living as a protection from the sun and drying winds.

When a husband was in camp each morning he would brush and braid his wife's hair, and paint her face.

The women, mothers or grandmothers, painted the children's faces.

III. How do families fulfill their needs for food, clothing, shelter, etc.?

Years ago people had to produce their own food, clothing and shelter.

The buffalo was the most important single element in providing food, clothing, and shelter for the Lakota Indian.

Meat was eaten.

The hides became house, shoes, clothing, bed, boat, shield, and carrying bag.

Horns were made into cups, spoons scrapers, etc.

Tendons were used for thread (sinows).

Hoofs were boiled for glue.

Ribs made sleds, toys and games.

The skull was used for ceremonial purposes.

The thick hide on the head was dried and shaped into bowls and tubs.

Large bones were broken and boiled to skim for tallow and the smaller ones provided awls and brushes.

Stomach became a pot to boil things in.

Brains were used to thicken soup or when boiled with liver a mixture was made for tanning hides.

Tripe, boiled or roasted was a favorite dish.

Thoroughly cleaned intestines were roasted to crispy brown and eaten.

Raw liver or kidneys were eaten and considered necessary for good health.

Buffalo chips were used to keep fires smoldering for days, and dried ground chips were used as baby powder is used, and when mixed with oil it provided a soothing cream.

Rawhide or twisted buffalo hair made ropes.

Wild fruits and vegetables, mushrooms and tubers were used as food, dyes, medicines.

Birds provided eggs, food, and feathers for special ceremonies, headdresses, arrows, and decorations.

Trees and shrubs supplied their needs for wood, bows, arrows, tipi poles and travois, saddles, games, etc.

Warriors bows were of ash, hunters of cherry or cedar (although cedar cracked easily), and children made their first bows of willow.

Arrows were made of slender limbs of the early berry (wild current).

Saddles were made of cottonwood and elm. (women rode sidesaddle)

Their society was dependent upon the tiyospayne family cooperation for goods, services, and general well being of all.

The Sioux was taught to give or share until the giver was poor in world's goods and they had nothing left but the delight and joy of pure strength and thus enable them to become strong and brave.

When food was brought into the village, the sharing had to be equal for old, young, sick, disabled, and for those who did not or could not hunt as well as those who hunted.

If a hunter disobeyed the custom of sharing and was caught taking game, he was severely punished. (usually by the Fox Lodge)

The women often gathered together to do their work and to make clothes or other items for a special ceremony or occasion.

All were considered instructor of those younger than themselves and were expected to give the knowledge they possessed to the younger children.

IV. <u>How does each person in the family help the family through the work he does</u>?

Father

A young man generally became a hunter, scout, or a warrior, but generally not all three.

To become a brave was the highest aspiration.

A man of strict honor.

A man of undoubted truthfulness.

A man of unbounded generosity--strong enough to part with his last horse, weapon, or his last bit of food.

In conduct he never forgot pride and dignity.

He could endure pain, defy the elements and laugh in the face of death--he was courageious.

A man occasionally became a medicine man if the spirit power so indicated.

A man chose the job for which he seemed most fitted.

Indian fathers did some jobs around the home, although a good husband's first job was that of a good provider so he spent a great deal of time away from camp.

He provided the poles and fresh skins for the tipi.

He made many decorations on the outside of the tipi.

Men seldom used the geometric designs the women used in the drawings or designs.

Men generally drew figures of men and animals and objects of nature by which they told of historic events such as travels, battles, captures, and various other exploits.

He preceded the family in walks or travels so he would be the first to encounter danger and thus be better able to protect his family.

Women

An Indian mother's job was to see that the tipi was put up, made comfortable and kept clean.

Women were responsible for preparing the raw buffalo hides and joining them together for the tipi.

If the tipi was large and help was needed, another woman was asked to assist in putting it up.

Grass was gathered and spread on the floor and over this, stiff rugs of rawhide were thrown, hair side up.

Buckskin pillows filled with cottonwood floss, and tanned skin rugs and blankets furnished the tipi.

Painted bags and clothes containers decorated the inside of the tipi.

Preparing and serving the food was the women's responsibility.

Women were to secure the fruits, vegetables, and roots for eating.

Women cooked the meals and were expected to have food ready for any unexpected guest.

Food not to be eated immediately was dried and preserved by the woman.

The woman served the food.

Food was portioned out as Mother saw fit.

Her judgment of portions was unquestioned and one never asked for seconds.

Before serving, a small portion of the food was placed in the fire as a blessing.

The good wife never allowed one of the family to run low in clothing.

She made clothing as it was needed.

She kept clothing clean and collected all the elements necessary to do this.

She searched and found all the elements necessary to make dyes and paints she used.

She made paint "brushes" from the inner spongy portion of a socket bone.

She cared for the clothes of any visitors who needed assistance, or made new ones for them.

Grandmothers

Next to mothers, they were the most important person in the home.

They cared for the children while the mothers did more strenuous work.

They took over the mother's jobs when she was pregnant.

They did much of the educating of the children through their stories.

Grandfathers

Often made bows and shields for the others.

They were the story tellers of the history of the people as there were no true written records.

Each year was depicted and recalled for one happening that occurred and was thus named.

1781 Winter the horses came charging into camp.
1782 Winter of the measles.
1852 Winter of the deep snow.
1865 Winter three men were hanged at the soldiers fort. (Fort Laramie)
1945 Winter of return of soldier women.

The old ones were able to recall from the picture depicting the year (winter) other events of that year and thus the history of the people was related to the young.

Children

They were expected to learn their role as a member of the Sioux at an early age, and to grow each day in mind as well as body.

At about nine the confirmation ceremony (Corn Dance) took place in which the responsibility for the well-being of the tribe and the guardianship of the invisible powers of goodness was placed on the child's shoulders.

Boys were "adopted" by an older boy and taught through games and experiences many of the manly arts of a Sioux.

No boy was a full-fledged man until he had been out with a war-party and until he had been, he was not considered eligible for marriage.

If a father could not afford a Corn Dance for his daughter when she reached maturity, he generally gave away a horse and had the village crier announce that his girl would live outside and alone for a few days--thus ushering her into womanhood.
(tanke yanke isnati)

Dakota belonged to the Siouan lingquistic family--the closest relations being the Hidatsa.

Dacotah Nation	Sioux families	
Dakota-Santees	Lakota-Teton	Nakata-Yankton
Wahpekute	Oglalas	Yankton
Sisseton	Brules	Yanktonai
Wahpeton	Miniconjous	
Mdewakantowan	Two Kettles	
	No Bows	
	Black Feet Sioux	
	Hunkpapa	

There were no special days with the Lakota as every day Wakan Tanks was worshiped

Each day (anpetu) was divided in morning (hunhanni), noon (wicokanhiyaye), evening (h'tayetaye) and night (hanhepi).

Days were not designated by names although with the church establishment on the reservations Sunday became anpetu Wakan (Holy Day).

Time was not divided into units of weeks, months, and years, but days were notched on a stick (a larger notch every tenth day) and about every thirty days was kept according to the moon and named. The year (winter) began in August.

August	
September	
October	
November	
December	moon when the deer shed their horns
January	
February	
March	
April	
May	
July	Moon-of-cherries-blackening (choke-cherries)
June	Moon-of-buffalo-fattening

The first picture drawn for the Big Missouri Winter Count was in 1796 while George Washington was President of the United States.

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